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ABSTRACT

This report of an Institute for inservice training of teachers and other school personnel to accelerate the acceptance of Indian, Negro, and Spanish-speaking pupils in the Southwest involved 40 participants consisting of elementary and secondary teachers and principals, special education teachers, and guidance personnel selected from 35 schools within 23 school systems in five states. Major objectives were: (1) to provide educators with an insight into the social, cultural, political, and economic factors affecting the efficiency of educational programs in operation in multicultural Southwestern communities; and, (2) to develop the ability to analyze and create educational programs better suited for schools with significant numbers of minority group students. The Institute consisted of five series of lectures and small group seminars on various cultures and their respective histories, as well as field experience involving a school-community survey. The report concludes that the second major objective must await assessment until the impact of the Institute on local schools can be described. An interim evaluation of the first objective is held to be promising. Other evidence cited is considered to indicate that the Institute has been most successful in heightening the sensitivity of participants to the problems of educating children from diverse ethnic backgrounds. [For Interim Report Number 2, see ED 015 033.] (Author/JW)

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INTERIM REPORT

for

An Interdisciplinary Institute for the In-service Training of Teachers and Other School Personnel to Accelerate the School Acceptance of Indian, Negro, and Spanish-Speaking Pupils from the Southwest

Restricted exclusively for the use of USOE Aztec and Tularosa School Districts, New Mexico, and New Mexico State University

by

Dr. Darrell S. Willey, Professor and Head

Department of Educational Administration

College of Teacher Education

New Mexico State University

University Park, New Mexico

UD 010 857

OEC 4-6-000201-1980

Contract Number
P.L. 88-352, Title IV, Section 404
The Civil Rights Act of 1964

DIRECTED BY DR. DARRELL S. WILLEY
University Park, New Mexico

"The Project Reported Review was supported by a contract from the U. S. Department of Health, Education and Welfare."

August, 1966

ABSTRACT

A. Identification:

Project Title: THE INTERIM REPORT FOR AN INTERDISCIPLINARY INSTITUTE FOR THE INSERVICE TRAINING OF TEACHERS AND OTHER SCHOOL PERSONNEL TO ACCELERATE THE SCHOOL ACCEPTANCE OF INDIAN, NEGRO, AND SPANISH-SPEAKING PUPILS FROM THE SOUTHWEST.

Author: Dr. Darrell S. Willey, Professor and Head, Department of Educational Administration, College of Teacher Education, New Mexico State University, University Park, New Mexico.

Contract: Contract Number OEC 4-6-000201-1980 - P..L. 88-352 Title IV, Section 404, The Civil Rights Act of 1964.

Director: Dr. Darrell S. Willey

Contractor: New Mexico State University, University Park, New Mexico.

Support: "The Project reported herein was supported by a contract from the U. S. Department of Health, Education, and Welfare."

Transmitted: 30 September 1966

B. Dates:

Planning Phase: 29 January 1966--10 June 1966

Training Phase: 13 June 1966--28 July 1966

Follow-up Phase: 1 September 1966--31 May 1967

C. Participants:

Forty participants consisting of elementary and secondary teachers and principals, special education teachers, and guidance personnel were selected

for the institute. In all thirty-five schools, twenty-three school systems, and five Southwestern states were represented.

D. Objectives of the Program:

The two major objectives of the institute were first to provide teachers, school administrators, and counselors with an insight into the social, cultural, political, and economic factors that affect the efficiency of educational programs in multicultural Southwestern communities; and, second, to develop among these professionals the ability to analyze and to develop educational programs better suited for schools enrolling significant numbers of their students from several cultures--in particular Indian, Negro, and Spanish-American.

In order to achieve these basic purposes, four specific objectives were established for the Institute. These included: the provision of: (1) a rudimentary understanding of the cultural backgrounds, value systems, and current status of the American Indian, the Negro, and the Spanish-speaking people; (2) familiarization with the behavior of pupils from minority groups in contemporary school programs, exposure to compensatory education programs and other educational innovations that show promise in providing equal educational opportunities; (3) an introduction to the process involved in the diffusion of innovations and the role of school personnel as change agents; and (4) a practical field experience designed to familiarize participants with the techniques involved in assessing the degree of equal educational opportunities available in a

multi-cultural community and the impact of school-community relations on the educational program.

E. Brief description of the procedures:

The Institute consisted of the following six-unit program:

(1) A cultural and problem centered developmental history of the American Indians of the Southwest--Navajo, Apache, Ute, Zuni, Hopi, and other Pueblo Indians;

(2) A cultural and problem centered developmental history of the American Negro with emphasis upon the Negro in the Southwest;

(3) A cultural and problem centered developmental history of the Southwest's Spanish-speaking people;

(4) Observation and analysis of the behavior of pupils from the Southwest's minority groups (Indians, Negroes, and Spanish-speaking) in the contemporary school program;

(5) An introduction to the present knowledge concerning the diffusion of integrative innovations and school personnel as change agents; and

(6) A community study designed to survey the extent to which Equal Educational Opportunities are existent and to determine the factors contributing to the current status within the community.

The first five units consisted of lectures followed by small group seminars. The field experience comprising unit six involved a school-community survey.

F. Results and Conclusions:

The evaluation of the extent to which the second major objective of the Institute has been fulfilled--that is whether the insights gained by participants have actually been translated into improved educational opportunities for minority groups in local schools must necessarily await the assessment planned during the 1966-1967 school year.

However, an interim evaluation of the first objective (the development of an awareness of the problems involved in devising educational programs for multicultural school districts) is quite promising. Evidence gathered from student papers entitled "My Potential as a Change Agent to Facilitate the Provision of Equal Educational Opportunities for Pupils from Minority Groups," from Institute Rating Scales completed by each participant, and from the responses of guest lecturers and consultants to the questions, comments, and discussions, indicates that the Institute has been most successful in heightening the sensitivity of the participating educators to the problems and complexities of providing equal educational opportunities for children from rather diverse backgrounds.

DESCRIPTION OF THE INSTITUTE PROGRAM

(A) Participants:

(1) Name, business address, position

Armijo, Belsan B.
Mayfield High School
North Highway 85
Las Cruces, New Mexico
School/Home Liason

Britton, John P.
Blanco Elementary School
Box 478
Blanco, New Mexico
Principal

Brousseau, Brother Louis L.
St. Michael's High School
413 College Street
Santa Fe, New Mexico
English Teacher

Cain, Richard
Santa Rosa Junior High
Santa Rosa, New Mexico
Science Teacher

Congdon, Betty A.
Spangler Elementary School
15th & Collyer Street
Longmont, Colorado
Second Grade Teacher

Cook, Ted C.
Bent-Mescalero Elementary
Mescalero, New Mexico
Fifth Grade Teacher

Downing, Edward K.
Blackshear Junior High School
Odessa, Texas
Principal

Esparza, Cecilia D.
Washington Elementary
1318 West Wilson Avenue
Gallup, New Mexico
Third Grade Teacher

Ford, Earl William
Harold W. Smith
Glendale, Arizona
History Teacher

Gonzales, Ramona
Central Elementary School
301 West Amador Street
Las Cruces, New Mexico
Sixth Grade Teacher

Gutierrez, Ruben
East Pecos Junior High School
Pecos, Texas
Sixth Grade Teacher

Hanson, George M.
Tohatchi Public Schools
Tohatchi, New Mexico
Ungraded Teacher

Harman, Alana
Bowie High School
900 South Cotton Street
El Paso, Texas
Art Teacher

Herrera, Bailon
Espanola Elementary School
Espanola, New Mexico
Ungraded Teacher

Hill, Mary Frances
Sierra Elementary School
2211 Porto Rico
Alamogordo, New Mexico
Second Grade Teacher

Hubbard, Wayne E.
New Mexico Boys' School
Springer, New Mexico
Principal

Jensen, Kurt
Cyprus High School
Magna, Utah
Social Studies Teacher

Johnson, Jackie W.
Court Junior High School
410 West Court Street
Las Cruces, New Mexico
English Teacher

Kerr, Ivan
Ector High School
Odessa, Texas
Dean of Students

Knutson, Judith A.
Baker Junior High School
574 West 6th Avenue
Denver, Colorado
Art Teacher

Lopez, Leroy
Baker Junior High School
574 West 6th Avenue
Denver, Colorado
Science Teacher

Mangram, Edwin
Douglass School
101 South Eucalyptus Street
El Paso, Texas
Principal

Martinez, Mike
Henderson Intermediate School
5505 Comanche
El Paso, Texas
Spanish Teacher

Medina, Alfonso
Dulce High School
Box 126
Dulce, New Mexico
Counselor

Meyer, Joseph W.
Granite High School
3305 South 5th, East
Salt Lake City, Utah
Counselor

Miller, Milton
Navajo Elementary School
Navajo, New Mexico
Principal

Moberly, Linden E.
Orchard Mesa Junior High School
2736 Unaweep Avenue
Grand Junction, Colorado
Assistant Principal

Morgan, H. W.
Job Corps Center for Women
5th and Copper Street
Albuquerque, New Mexico
Science Teacher

Nave, Flemen
Navajo Elementary School
Box 138
Fourth Defiance, Arizona
Second Grade Teacher

Nims, Larry
Platte Valley Public Schools
Route 7
Kersey, Colorado
Visiting Teacher

Norris, Nathan
Arizona State School
for the Deaf and Blind
Tucson, Arizona
Fourth Grade Teacher

Phipps, Russell E.
La Mesa Elementary School
P. O. Box 67
La Mesa, New Mexico
Principal

Roybal, Al
Santa Fe City School
610 Alta Vista
Santa Fe, New Mexico
Reading Teacher

Shelton, Milton A.
San Miguel Elementary School
San Miguel, New Mexico
Supervising Principal

Miller, Darlis A.
Alameda Junior High School
808 North Alameda
Las Cruces, New Mexico
Geography Teacher

Sullivan, Sara
Alameda Junior High School
Alameda Boulevard
Las Cruces, New Mexico
Special Education Teacher

Trujillo, Paul
Laguna-Acoma Junior-Senior High School
P. O. Box 76
New Laguna, New Mexico
French Teacher

Stephens, Lawrence
East Carbon Junior High School
P. O. Box 812
Dragerton, Utah
Supervising Principal

Uhrig, Edward
Intermountain School
Brigham City, Utah
English Teacher

Valdez, Walter R.
Fairview Elementary School
11th Avenue & Decatur Street
Denver, Colorado
Fifth Grade Teacher

(2) Racial composition, distribution of school personnel represented; and the school systems and schools represented; in the Institute.

TABLE 1

RACIAL COMPOSITION
OF
THE INSTITUTE

RACE	NUMBER
Anglo	25
Indian	1
Negro	3
Spanish-American	11
TOTAL	40

TABLE 2

DISTRIBUTION OF SCHOOL PERSONNEL REPRESENTED
IN
THE INSTITUTE

TYPE	NUMBER
Elementary Teacher	8
Junior High Teacher	9
Senior High Teacher	4
Elementary Principal	5
Junior High School Principal	2
Senior High School Principal	1
Special Education (mentally retarded) Teacher	2
Special Education (Deaf and Blind) Teacher	1
Remedial Reading Teacher	2

Table 2 Continued

TYPE	NUMBER
School Social Worker	2
Guidance Personnel	3
New Mexico Boy's School Teacher	1
TOTAL	40

TABLE 3

SCHOOL SYSTEM AND SCHOOLS REPRESENTED
IN
THE INSTITUTE

SCHOOL SYSTEMS	SCHOOLS WITHIN EACH SYSTEM
Alamogordo Public School Alamogordo, New Mexico	Sierra Elementary
Anthony Public School	La Mesa Elementary San Miguel Elementary
Bloomfield Public School Bloomfield, New Mexico	Blanco Elementary
Bureau of Indian Affairs Brigham City, Utah	Intermountain Elementary
Denver Public Schools Denver, Colorado	Baker Junior High Fairview Elementary
Dragerton Public Schools Dragerton, Utah	East Carbon Junior High
Dulce Public Schools Dulce, New Mexico	Dulce High
Espanola Public Schools Espanola, New Mexico	Espanola Elementary
El Paso Public Schools El Paso, Texas	Bowie High Douglass Elementary Henderson Elementary

SCHOOL SYSTEMS	SCHOOLS WITHIN EACH SYSTEM
Gallup Public Schools Gallup, New Mexico	Sky City Elementary Washington Elementary Navajo Elementary Tohatchi Elementary
Grand Junction Public Schools Grand Junction, Colorado	Orchard Mesa Junior High
Las Cruces Public Schools Las Cruces, New Mexico	Alameda Junior High Mayfield High Central Elementary Court Junior High
Midvale Public Schools Midvale, Utah	Churchill Junior High
Odessa Public Schools Odessa, Texas	Blackshear Junior-Senior High Ector High
Pecos Public Schools Pecos, Texas	East Pecos Junior High
Salt Lake City Public Schools Salt Lake City, Utah	Cyprus High Granite High
Santa Fe Public Schools Santa Fe, New Mexico	Santa Fe City Schools
St. Michael's High School Santa Fe, New Mexico	St. Michael's High
Santa Rosa Public Schools Santa Rosa, New Mexico	Santa Rosa Junior High
Tierra Amarilla Tierra Amarilla, New Mexico	Laguna-Acoma Jr. - Sr. High
Tucson--Arizona State School for the Deaf and Blind Tucson,Arizona	Arizona State School for the Deaf and Blind
Tularosa Public Schools Tularosa, New Mexico	Bent-Mescalero Elementary

(1) Permanent Staff:

TABLE 4

PERMANENT STAFF: ROLE IN THE INSTITUTE, QUALITY OF PRESENTATION, AND STRENGTHS AND WEAKNESSES

STAFF MEMBER	ROLE	TIME	QUALITY*	STRENGTHS & WEAKNESSES
Darrell S. Willey, Ed.D. Professor and Head Department of Educational Administration New Mexico State University	Institute Director; responsible for planing executing and evaluating the Institute	2/3 time for the entire Institute	1-2	Versed in Community & Tax Structure.
James Anderson, Ph.D., Research Professor of Educational Administration New Mexico State University	Assisted with the planning of the field experience and study; directed the Tularosa study; assisted with data analysis.	2 weeks	1-2	Well-equipped in matters of field methodology. Should have been brought into the Institute earlier. His schedule did not permit.
Dwight Safar, Ph.D. Assistant Professor of Education and Counselor, University Guidance Center New Mexico State University	Assisted with planning evaluating and executing the Institute; largely responsible for program content and continuity; directed small group seminars; worked with Aztec Study Group and data analysis	full-time for the entire Institute	1	Nice job of content formulation & conducting depth seminars.
Steve Donohue, Graduate Assistant George Jones, Graduate Assistant Ann Simmons, Graduate Assistant	Prepared reading lists; developed audio-visual materials and arrangements; participated in small group seminars; assisted in the field experience and study.	1/2 time for the Institute	Not-rated	

*1. Superior
2. High
3. Average
4. Fair
5. Poor

(2) Consultants and Guest Lecturers:

TABLE 5

CONSULTANTS AND GUEST LECTURERS: ROLE IN THE INSTITUTE, QUALITY OF PRESENTATIONS, AND OF STRENGTHS AND WEAKNESSES

STAFF MEMBER	ROLE	TIME	QUALITY	STRENGTHS & WEAKNESSES
Norman Greenberg, Professor of Anthropology and Education, George Peabody College for Teachers (Ph.D.)	Lectured on cultural concepts, cultural sensitivity, Indian cultures of the Southwest; served as a resource person for small group seminars.	1 week	1	Practical and scholarly presentation of introductory anthropological processes & Indian cultures.
Mrs. Chase McJunkins, M.S.W., Consultant, Division of Compensatory Education California State Department of Education	Lectured on the Negro culture and Compensatory Education programs; served as a resource person for small group seminars	1 week	2-3	Useable presentation of evolving role of Negro. Used cultural shock.
Cleofas Calleros, M.A., Director, Southwest Region Catholic National Welfare Board	Lectured on the Spanish-American Culture; served as resource person for small group seminars	3 days	2-3	A traditional "hold the cultural heritage" presentation
Miles Zintz, Ph.D., Professor of Education University of New Mexico	Delivered lectures concerning the behavior of pupils from minority groups in the contemporary school program	2 days	1-2	Well received. Presentation based upon years of Indian experience.

Table 5 continued

STAFF MEMBER	ROLE	TIME**	QUALITY	STRENGTHS & WEAKNESSES
Charles Owen, M.S. Director of Indian Education New Mexico State Dept. of Ed.	Delivered lectures concerning the behavior of pupils in the contemporary school program	2 days	2-3	Stay should have been longer. A practical view of problems in Indian acculturation.
Joe Herrera, M.S., Assistant Director of Indian Education New Mexico State Dept. of Ed.	Lectured on the topic of providing appropriate guidance services for pupils from minority groups	1 day	2-3	A strong presentation by an Indian whom made the acculturated leap in a successful fashion.
Leroy Condie, Ph.D., Associate Professor of Education University of New Mexico	Lectured on teaching English as a second language and curriculum innovations for pupils from minority groups	1 day	1	A model presentation by one well experienced in inter ethnic communication
John Stablein, Ed.S.,, Director of Personnel, Las Cruces Public Schools	Lectured on tests and their value in assisting pupils from minority groups and personnel practices concerning teachers from minority groups	1 day	2-3	Pointed out "tyranny of testing" needed more time.
Harry Potter, Ph.D., Assistant Professor of Sociology, Purdue University	Delivered lectures relative to the diffusion of educational integrative innovations and school personnel as change agents	2 days	2-3	A practical lecture series on "spread" of utilitarian ideas. Well documented as to school practice. Aided with community sampling procedures.
William Chambliss, Ph.D., Associate Professor of Sociology, University of Washington	Assisted with planning of the field experience and study; directed the Aztec study; assisted with the data analysis from the field experience and study.	2 weeks	2-3	Yeoman service in Aztec Study and in writeup phase.

** = universal (N=40) response, needed more time.

(c) Content:

The two major objectives of the institute were (1) to provide teachers, school administrators, and counselors with an insight into the social, cultural, political, and economic factors that affect the efficiency of educational programs in multicultural Southwestern communities; and, (2) to develop among these professionals the ability to analyze and to develop educational programs better suited for schools enrolling significant numbers of their students from several cultures--in particular Indian, Negro, and Spanish-American.

In order to achieve these basic purposes, four specific objectives were established for the Institute. These included: (1) the provision of a basic understanding of the cultural backgrounds, value systems, and current status of the American Indian, the Negro, and the Spanish-speaking people; (2) familiarization with the behavior of pupils from minority groups in contemporary school programs as well as exposure to compensatory education programs and other educational innovations that show promise in providing equal educational opportunities; (3) an introduction to the process involved in the diffusion of innovations and the role of school personnel as change agents; and (4) a practical field experience designed to familiarize participants with the techniques involved in assessing the degree of equal educational opportunities available in a multicultural community and the impact of school-community relations on the educational program.

The participants were involved three hours daily, on the average, in

didactic instruction and approximately two hours daily in small group seminars and supervisory contact. The daily schedule is outlined below:

8:30-- 9:45	Lecture
9:45--10:00	Break
10:00--11:00	Small Group Seminars
11:00--11:30	Collective Interaction with the Lecturer
11:30-- 1:00	Lunch
1:00-- 2:15	Lecture
2:15-- 2:30	Break
2:30-- 3:30	Small Group Seminars
3:30	Adjourn

The following is a summary of the content for each of the six units:

Units I, II, and III: A cultural and problem centered developmental history of (1) the American Indians of the Southwest--Navajo, Apache, Ute, Zuni, Hopi, and other Pueblo Indians; (2) the American Negro with emphasis upon the Negro in the Southwest; and (3) the Spanish-speaking people of the Southwest.

13--29 June 1966 (13 days). These three units essentially followed the same format.

Included in this portion of the Institute were the following topics: (1) The application of anthropology and sociology to achieve an understanding of the role and status of each of these subcultures in contemporary American civilization,

(2) The rationale for studying cultural differences in order to better appreciate the similarities of Man in all cultural contexts;

(3) A brief problem centered history of each culture;

(4) A comparative analysis of the value and motivational systems of these several cultures;

(5) A summary of the local, regional, and national contributions of each culture;

(6) The extent to which each group has been acculturated with particular attention to employment, education, urbanization, standard of living, and social acceptance;

(7) An overview of the major deterrants to cultural, political, economical, educational and lingual acculturation of these minority groups;

(8) The social, political and economic forces giving rise to unequal opportunities for minority groups;

(9) The forms of organization used by minority groups in their attempts to collectively achieve equal opportunities with particular emphasis upon equal educational opportunities;

(10) Appropriate criteria indicative of the extent to which equal opportunities, particularly in education , exist in a community;

(11) An analysis of the responsibilities of people, both individually and collectively, to facilitate the entrance of minority groups into the mainstream of American culture.

Unit IV: The Behavior of the Southwest's Minority Groups--Indian, Negro, and Spanish-speaking--in the contemporary school program.

30 June--8 July (6 days).

Unit IV focused on the performance of children from the various cultures in the schools and the adequacy of various school programs, in particular:

(1) The behavior of Southwest American Indians, Negroes, and Spanish-speaking groups as reflected by their achievement, educational aspiration level, persistence, attendance and social participation. Factors hindering and facilitating their performance in the educational setting were emphasized;

(2) The educational status of pupils from minority groups;

(3) Learning styles of pupils from minority groups;

(4) The language arts: curriculum implications for pupils from minority groups;

(5) The social studies: curriculum implications for pupils from minority groups;

(6) Teaching English as a second language;

(7) Psychological testing: Implications for pupils from minority groups;

(8) The professional staff of the school: recruitment and assignment in view of the concern for pupils from minority groups;

(9) Providing appropriate guidance services for pupils from minority groups;

(10) Broadening the educational horizons of pupils from minority groups;

(11) Compensatory education programs designed to achieve equal educational opportunities.

Unit V: The Diffusion of Integrative Innovations and School Personnel as Change Agents

11 July--15 July 1966 (5 days)

Operating under the hypothesis that school personnel must function as change agents in order to facilitate equal educational opportunities, stress was placed on the following body of knowledge:

(1) An analysis of the diffusion of educational innovations; traditions of research on diffusion; and the diffusion of cultural norms;

(2) The characteristics of innovation, the adoption process, adopter categories and innovators as deviants;

(3) Opinion leaders and the flow of ideas;

(4) The role of the change agent and the consequences of being a change agent;

(5) Predicting innovativeness and developing a personal theory of the diffusion and adoption of innovations;

(6) A review of the major literature and research concerning power holders in multicultural communities.

Unit VI: Field Experience and Community Study

18--28 July, (9 days)

After five weeks of discussions, seminars, and lectures concerning the historical and current context of minority group relations in the United States, the group of forty participants were divided into two teams of twenty. One group was dispatched to Aztec, New Mexico and the other to Tularosa, New Mexico for field experiences. Although the two communities differed considerably the same study was conducted in both communities and the techniques used will be described jointly.

One of the major goals of the field experience was to demonstrate to the students the degree to which equal educational opportunities in these selected school systems were partially determined by the structure of the

community as well as to develop an appreciation for the importance of these same factors in shaping educational opportunities in their own school systems.

Under the direction of Drs. Dwight Safar, James Anderson, and Darrell Willey from New Mexico State University and Dr. William Chambliss from the University of Washington, participants in the Institute conducted community surveys in the aforementioned communities. The survey consisted of four major parts:

(1) Compilation of pupil data pertaining to relative success in school as judged by grades, standardized achievement test scores, disciplinary actions taken, and drop-out rates for each ethnic group (i.e., Anglo, Indian, and Spanish-American children);

(2) Identification of the power holders within the community; in particular, those individuals and groups who were perceived to have the greatest influence over important community decisions affecting the schools.

(3) Depth interviews with all persons officially connected with the school, including: members of the board of education, the superintendent and his staff, principals, and teachers in all of the schools in the community;

(4) A survey of community attitudes concerning the community, the various ethnic groups in the community and the schools as well.

All of the participants in the Institute were provided with an opportunity to participate in each of these four phases of the study. Thus each of the students interviewed educators, members of the community,

and members of the perceived power holders in the community. In addition, everyone participated in gathering pupil information from the school records. In this way, the students were exposed to the various techniques used for gathering data on the web of life in each community. More importantly, they were able to see the community and the schools within them from a variety of vantage points.

Throughout the field experience students were advised to be alert to the subtleties of community life. They were asked, for example, to probe deeply for the values expressed by school officials and not to accept unequivocally whatever culturally prescribed responses the interviewees might initially give. Through this experience many participants came to realize the degree to which individuals and communities may be quite sincere in espousing one set of values while behaving in ways that have consequences quite different from those anticipated. Everyone was impressed with the degree to which members of the community, including persons in official and unofficial positions of power, were quite unaware of the inadequacy of the educational programs provided for Indian and Spanish-American children in both communities.

Data collected during the week in the field substantiated most of these initial impressions. For example, an analysis of the pupils' records in the schools revealed that the Spanish-American and Indian children were much less successful in the schools than were the Anglo children. But at the same time the community survey and the interviews with school officials indicated quite clearly the general feeling that the present

school program is equally suited to all three cultural groups. It thus became apparent to the Institute participants that the apparent or perceived success of a school program might be quite at variance with the facts without simultaneously being so perceived by members of the community; including members of the minority groups who are adversely affected by the programs.

Analysis of the data and evaluation of field work

The last week of the Institute was divided into two parts. The first two days consisted of an anaysis of the data gathered during the field survey. Although much of this work was clerical, intimacy with the data gained in preparing tabulations and summaries proved to be a valuable experience and helped to reinforce many of the impressions gained from the field experience mentioned above.

Following the compilation of the data, an overview of the field experience was provided and an attempt was made to relate individual experiences with the general processes by which schools and other social institutions select out the successful individuals from the failures. Throughout this lecture and discussion it was emphasized that it made little difference whether we were considering Spanish-American, Indian, Negro or simply lower class children in general, the selective mechanisms were operating in much the same fashion. Thus, those Institute participants who teach in schools that are predominantly "white", had an opportunity to see the implications of the field experience for their own school systems. Additionally, a tentative analysis of selected data was presented, summarizing for the Institute participants the results of the survey.

The last day of the Institute was spent in seminars with faculty members discussing various aspects of the field experience and the relevance of the Institute to individual situations. In these sessions, the participants were given an ample opportunity to clarify any issues left unresolved and to discuss the applicability of their experiences to their own work as teachers or administrators in various areas of the Southwest.

Summary of the last two weeks

In general, the consensus of faculty and students was that the field study and the following week of discussions and analysis of the data were invaluable experiences for the participants. Many realized for the first time the complexity of the problems which need to be dealt with and developed an awareness of the necessity to redesign educational programs in order to better provide educational opportunities for members of minority groups. For most students, the Institute provided the first opportunity to view objectively the relationship between the schools in a community and the community as a network of interdependent parts. From the responses, the experience appears to have left the participants with a clearcut appreciation for the kinds of school and community influences that educators must be sensitive to in order to truly provide equal educational opportunities for all members of the community.

Research Results

A preliminary analysis of the research findings was given to the Institute participants. The tentative nature of the data was stressed but at the same time the fact that the findings were consistent with

other research as well as professional impressions was emphasized. The most important of the research findings are summarized below.

I. Pupil Data

A sample of every third pupil was drawn in each community. From school records data were culled on national achievement test scores, I.Q., grades assigned in school, disciplinary action taken, etc. Tables 5 through 7 and 8 through 10 compare these data for the three ethnic groups in the two school districts investigated. The most salient finding inferred from the data is the degree to which the Spanish-American and Indian children in both school districts consistently do poorly in comparison with the Anglo children. In both communities, the junior high school was the level wherein the greatest disparity in ability and achievement exists among the various ethnic groups.

In the Aztec school district, 63% of the Indian students already are achieveing below the 50th percentile on achievement tests in elementary school. By the time they reach senior high school, of those Indian students who still remain in school, 73% are below average on achievement tests. Also, 58% of the Spanish-American children are in a comparable category as opposed to only 37% of the Anglo children with low achievement. (See Tables 5 through 7)

In the second school district, the differential is greater and develops by the time the children reach junior high school. Table 9 shows that 95% of the Indian children and 85% of the Spanish-Americans

achieve below average, in contrast with 44% of the Anglo students. (See Tables 8 through 10).

Furthermore this lack of achievement cannot be solely attributed to lack of ability on the part of Spanish-American and Indian children. Table 7 indicates that although the Indian children who reach senior high school are equally split between low and high ability as measured by I.Q. scores 73% are under-achievers (scoring below the 50th percentile on achievement tests).

This same phenomenon is exhibited by the Spanish-American children in the Tularosa schools as early as the elementary grades (See Table 8). Although 52% of these children are above average ability only 27% achieve at a commensurate level on achievement tests. This disparity between ability and achievement continues to be manifested through junior high school (See Table 9).

An additional indication of the failure of the schools to attract and hold the Indian children is evidenced by a comparison of absentee rates. Table 9 indicates that 55% of the Indian children in junior high school were absent from school 21 or more days during the 1965-1966 school year. This is more than twice the rate of the Anglo children and seven times that of the Spanish-American children. This figure gains added significance when it is noted that up until this point the Indian children attend school on the reservation and do not come into contact with large numbers of children from other cultural backgrounds.

TABLE 5

AZTEC ELEMENTARY SCHOOLS 1965-1966

COMPARISON OF ABILITY, ACHIEVEMENT, GRADES AND ATTENDANCE BY ETHNIC GROUP

	Anglo		Spanish-American		Indian	
	%	No.	%	No.	%	No.
Ability - I.Q. (Standard Scores)						
Above 100	81	(113)	61	(17)	20	(1)
100 and below	19	(27)	39	(11)	80	(4)
Total	100	(140)	100	(28)	100	(5)
Achievement (National Norms)						
50th Percentile and Above	78	(162)	65	(30)	37	(3)
Below the 50th percentile	22	(45)	35	(16)	63	(5)
Total	100	(207)	100	(46)	100	(8)
Assigned Grades						
A+ B						
C						
D+ F						
Total						
Attendance (Days Absent)						
0 - 10	69	(142)	74	(32)	50	(4)
11 - 20	23	(47)	21	(9)	13	(1)
21 -	9	(17)	5	(2)	37	(3)
Total	100	(206)	100	(43)	100	(8)

TABLE 6

AZTEC JUNIOR HIGH SCHOOL 1965-1966

COMPARISON OF ABILITY, ACHIEVEMENT, GRADES AND ATTENDANCE BY ETHNIC GROUP

	Anglo		Spanish-American		Indian	
	%	No.	%	No.	%	No.
Ability - I. Q. (Standard Scores)						
Above 100	69	(85)	40	(6)	29	(5)
100 and below	31	(39)	60	(9)	71	(12)
Total	100	(124)	100	(15)	100	(17)
Achievement (National Norms)						
50th percentile and above	49	(62)	44	(7)	22	(4)
Below the 50th percentile	51	(64)	56	(9)	78	(14)
Total	100	(126)	100	(16)	100	(18)
Assigned Grades						
A+ B	42	(51)	14	(2)	16	(3)
C	34	(41)	36	(5)	36	(7)
D+ F	24	(29)	50	(7)	48	(9)
Total	100	(121)	100	(14)	100	(19)
Attendance (Days Absent)						
0 - 10	84	(81)	75	(9)	93	(13)
11 - 20	9	(9)	25	(3)	7	(1)
21 -	7	(6)	0	(0)	0	(0)
Total	100	(96)	100	(12)	100	(14)

TABLE 7

AZTEC SENIOR HIGH SCHOOL 1965-1966

COMPARISON OF ABILITY, ACHIEVEMENT, GRADES AND ATTENDANCE BY ETHNIC GROUP

	Anglo		Spanish-American		Indian	
	%	No.	%	No.	%	No.
Ability - I. Q. (Standard Scores)						
Above 100	60	(56)	56	(9)	50	(13)
100 and below	40	(37)	44	(7)	50	(13)
Total	100	(93)	100	(16)	100	(26)
Achievement (National Norms)						
50th percentile and above	63	(72)	42	(10)	27	(7)
Below the 50th percentile	37	(42)	58	(14)	73	(19)
Total	100	(114)	100	(24)	100	(26)
Assigned (Grades)						
A+ B	49	(57)	43	(12)	50	(17)
C	23	(27)	11	(3)	12	(4)
D+ F	28	(31)	46	(13)	38	(13)
Total	100	(115)	100	(28)	100	(34)
Attendance (Days Absent)						
0 - 10	73	(81)	82	(19)	100	(26)
11 - 20	21	(24)	9	(2)	0	(0)
21 -	6	(7)	9	(2)	0	(0)
Total	100	(112)	100	(23)	100	(26)

TABLE 8

TULAROSA ELEMENTARY SCHOOLS 1965-1966

COMPARISON OF ABILITY, ACHIEVEMENT, GRADES, AND ATTENDANCE BY ETHNIC GROUP

	Anglo		Spanish-American		Indian	
	%	No.	%	No.	%	No.
Ability - I. Q. (Standard Scores)						
Above 100	77	(69)	52	(44)	20	(12)
100 and Below	23	(21)	48	(40)	80	(47)
Total	100	(90)	100	(84)	100	(59)
Achievement (National Norms)						
50th percentile and above	55	(61)	27	(31)	14	(10)
Below the 50th percentile	45	(50)	73	(84)	86	(63)
Total	100	(111)	100	(115)	100	(73)
Assigned Grades						
A+ B						
C						
D+ F						
Total						
Attendance (Days Absent)						
0 - 10	69	(79)	72	(82)	57	(43)
11 - 20	26	(30)	18	(21)	24	(18)
21 -	5	(6)	10	(12)	19	(14)
Total	100	(115)	100	(115)	100	(75)

TABLE 9

TULAROSA JUNIOR HIGH SCHOOL 1965-1966

COMPARISON OF ABILITY, ACHIEVEMENT, GRADES, AND ATTENDANCE BY ETHNIC GROUP

	Anglo		Spanish-American		Indian	
	%	No.	%	No.	%	No.
Ability - I. Q. (Standard Scores)						
Above 100	83	(15)	40	(8)	19	(3)
100 and below	17	(3)	60	(12)	81	(13)
Total	100	(18)	100	(20)	100	(16)
Achievement (National Norms)						
50th percentile and above	56	(14)	15	(4)	5	(1)
Below the 50th percentile	44	(11)	85	(22)	95	(18)
Total	100	(25)	100	(26)	100	(19)
Assigned Grades						
A+ B	50	(13)	37	(10)	14	(3)
C	50	(13)	52	(14)	81	(17)
D+ F	0	(0)	11	(3)	5	(1)
Total	100	(26)	100	(27)	100	(21)
Attendance (Days Absent)						
0 - 10	68	(17)	69	(18)	30	(6)
11 - 20	8	(2)	23	(6)	15	(3)
21 -	24	(6)	8	(2)	55	(11)
Total	100	(25)	100	(26)	100	(20)

TABLE 10

TULAROSA SENIOR HIGH SCHOOL 1965-1966

COMPARISON OF ABILITY ACHIEVEMENT, GRADES AND ATTENDANCE BY EHTNIC GROUP

	Anglo		Spanish-American		Indian	
	%	No.	%	No.	%	No.
Ability - I. Q. (Standard Scores)						
Above 100	75	(12)	32	(10)	20	(1)
100 and below	25	(4)	68	(21)	80	(4)
Total	100	(16)	100	(31)	100	(5)
Achievement (National Norms)						
50th percentile and above	66	(23)	22	(15)	27	(4)
Below the 50th percentile	34	(12)	78	(53)	73	(11)
Total	100	(35)	100	(68)	100	(15)
Assigned Grades						
A+ B	71	(25)	41	(26)	27	(4)
C	26	(9)	43	(27)	54	(8)
D+ F	3	(1)	16	(10)	19	(3)
Total	100	(35)	100	(63)	100	(15)
Attendance (Days Absent)						
0 - 10	65	(22)	59	(33)	9	(1)
11- 20	21	(7)	32	(19)	82	(9)
21 -	14	(5)	9	(4)	9	(1)
Total	100	(34)	100	(56)	100	(11)

To supplement these data we took an already graduated high school class and traced each child's school record back as far as we could. This turned out to be the seventh grade in view of the paucity of earlier school records prior to 1960. This class may be viewed as a system into which there is input and output of children each year. Table 11 summarizes the history of the class. Again, it is clear that the Spanish-American and Indian children are far less likely to continue with their education through high school and are far less likely to go on to college than are the Anglo children.

Of the thirty Indian children who entered at the secondary level only seven graduated from high school and only three of these children plan to continue their education at a college or university in the fall. It might be added that it is estimated that there had already been a 50% attrition rate among these children by the time they reached junior high school.

The Anglo student population follows a distinctively different pattern. Mobility among this population is evidenced by the fact that six to eight transfer into the schools for the first time each year and a corresponding number leave the system. Of those who finished the twelfth grade, 68% are college bound.

Among the Spanish-American students, although a few new students enroll each year, far more steadily leave the system with a pronounced exodus occurring in the last two years of high school. Less than one-third of the 1966 graduates plan to pursue any type of post high school education.

TABLE 11

A SYSTEMS ANALYSIS OF THE TULAROSA PUBLIC SCHOOLS 1960--1966

TURNOVER IN THE CLASS OF 1966

6th grade 1959-1960	7th grade 1960-1961	8th grade 1961-1962	9th grade 1962-1963	10th grade 1963-1964	11th grade 1964-1965	12th grade 1965-1966	Graduatin
		A--7 S--4 I--4	A--3 S--1 I--1	A--7 S--3 I--0	A--7 S--2 I--0	A--0 S--1 I--0	
		In	In	In	In	In	
120 in the Tularosa schools	Anglo 41 Spanish-American 73	Anglo 42 Spanish-American 71	Anglo 44 Spanish-American 66	Anglo 42 Spanish-American 66	Anglo 36 Spanish-American 57	Anglo 28 Spanish-American 45	Anglo 26 Spanish-American4
+19 new students	Indian 25	Indian 28	Indian 24	Indian 21	Indian 17	Indian 11	Indian 7
139							
		A--6 S--6 I--1	A--6 S--6 I--5	A--9 S--3 I--3	A--13 S--11 I--4	A--8 S--13 I--6	
		Out	Out	Out	Out	Out	

TABLE 11 (continued)

A SYSTEMS ANALYSIS OF THE TULAROSA PUBLIC SCHOOLS 1960-1966

POST HIGH SCHOOL PLANS AMONG THE CLASS OF 1966

A	19	College
N	0	Vocational
G	1	Military
L	4	Employed
O	3	Unemployed
	1	Married
	0	Undecided
	28	

S	16	College
P	0	Vocational Training
A	6	Military
N	8	Employed
I	7	Unemployed
S	2	Married
H	6	Undecided
	45	

I	3	College
N	2	Vocational Training
D	2	Military
I	0	Employed
A	1	Unemployed
N	0	Married
	3	Undecided
	11	

These data then support the same general conclusion reached by looking at individual pupil's histories in school; that is, Spanish-American and Indian children are much less likely to be successful in the school system than are the Anglo children.

II. Opinion Survey

The above findings take on added significance when we look at the community's perception of the degree to which there are equal educational opportunities in the school system for all children.

For the purpose of this analysis we interviewed (1) a sample of residents in the community, (2) all teachers who were present during the week of the study,(3) all available school administrators including members of the board of education, the superintendent of schools and the principals of the various schools.

Tables 12 and 13 summarize the responses of these various groups to questions dealing with the perception of the adequacy of the present educational programs for dealing with the Anglo, Spanish-American, and Indian children. Generally all of the community groups surveyed (teachers, administrators, and public at large) perceive that there is little difference in the available quality of education for the various ethnic groups.

In both cases, the teachers are in general less satisfied with the educational program than the community; and the school board and administrative staff are even less satisfied than the teachers; but in neither case is there a significant differential perception of the inadequacy of the existing programs for two of the three cultural groups. In fact, in the second community, there is some evidence that the school

board, school administrators and teachers generally feel that the school system is oriented more toward the needs of the Spanish-American students than toward the Anglo or Indian children. The Spanish-American families appear to be the only dissenting element in the community, evidencing some dissatisfaction with the adequacy of the schools in dealing with their children. (See Table 13).

Whereas in Aztec there is a general realization, as indicated by Table 12, that the school program is designed primarily for the Anglo students. However there is again no evidence of an appreciation among members of the community or among educators of the total inadequacy of this school program for children from Spanish-American and Indian families.

In both communities the striking failure of these minority groups as evidenced by the comparison of achievement scores, evidence of under-achievement, and absentee rates in Tables 5 through 10, as well as their failure to complete high school, go on to college or find a job as indicated by the analysis in Table 11 appear to have completely escaped attention.

TABLE 12

AZTEC

PERCEPTIONS OF THE

ADEQUACY OF THE SCHOOL PROGRAM FOR EACH ETHNIC GROUP

GROUP	ANGLO	SPANISH AMERICAN	INDIAN
Community (Spanish)	2.8[1]	2.7	2.7
Community (Anglo)	2.7	2.5	2.5
All Teachers	2.6	2.4	2.4
Administrators and School Board	2.5	2.3	2.2

[1]Mean score from scale

1 Inadequate 2 3 Adequate

TABLE 13

TULAROSA

PERCEPTIONS OF THE

ADEQUACY OF THE SCHOOL PROGRAM FOR EACH ETHNIC GROUP

GROUPS	ANGLO	SPANISH AMERICAN	INDIAN
Community (Spanish)	2.7[1]	2.5	2.5
Community (Anglo)	2.6	2.6	2.5
All Teachers	2.4	2.5	2.4
Administrators and School Board	2.3	2.4	2.2

[1]Mean score from scale 1 (Inadequate) 2 3 (Adequate)

Clearly if quality of education is judged objectively in terms of the success of students, then the community, teachers' and administrators' perceptions are wrong since members of minority groups are consistently less likely to achieve adequately in the school system than are members of the majority group. Unless there is an assumption of inferiority attached to minority group members, then it is obvious that the Spanish-American and Indian failure is a failure of the school system to adequately provide programs for these children in the schools.

It is particularly startling and important to realize that this perception of the adequacy of the schools for all members of the community is shared by members of the minority groups as well. This fact is most apparent when one looks at the perception of the adequacy of the schools' program among the Spanish-American families in Tables 12 and 13.

III. Sterotypic Thinking

The Institute participants were also presented with the results of questions suggestive of stereotypes of various ethnic groups. The most telling of these was a set of questions which asked: "In your opinion, what proportion of the (Anglo, Spanish-American, Indian) children could (finish high school, go on to trade school or college, find a job) if given adequate assistance and encouragement?" As Tables 14 and 15 show, there is a consistent tendency for members of all groups to see the Anglo as most capable of achieving desirable goals, the Spanish-American as next most capable and the Indian as least capable of achieving these goals.

TABLE 14

AZTEC

PERCEPTIONS OF THE

ABILITY OF PUPILS FROM EACH ETHNIC GROUP

GROUP	ANGLO	SPANISH AMERICAN	INDIAN
Community (Spanish)	4.1[1]	3.9	3.9
Community (Anglo)	4.1	3.1	2.4
All Teachers	4.1	3.9	3.7
Administrators and School Board	3.9	3.6	3.5

[1]Mean score from scale 1 (low ability) 2 3 4 5 (high ability)

TABLE 15

TULAROSA

PERCEPTIONS OF THE

ABILITY OF PUPILS FROM EACH ETHNIC GROUP

GROUP	ANGLO	SPANISH AMERICAN	INDIAN
Community (Spanish)	4.2[1]	3.8	3.8
Community (Anglo)	4.1	3.9	3.6
All Teachers	4.1	3.9	3.6
Administrators and School Board	4.2	4.1	3.5

[1]Mean score from scale 1 (low ability) 2 3 4 5 (high ability)

This tendency is most pronounced in the Anglo communities at large but is also reflected by the school board, school administration and teachers in both communities. In the light of this general belief that Spanish-American and Indian children lack ability and motivation, their massive failure in the public schools is not too startling.

Moreover, again it can be seen by examining the responses of the Spanish-American community that they share the majority's preception of the lack of ability of their own children in comparison with Anglo children. Apparently those groups such as the Spanish-Americans and Indians who are consistently punished by the present system of education internalize their feelings of inferiority and come to feel that their failure is deserved. Although this phenomenon has frequently been observed among negroes in the South, it is significant that the same pattern seems to hold true for minority groups in the Southwest.

Summary

The interpretation of these findings suggests the possibility that a "self-fulfilling prophecy" might well be operating in these communities. That is, minority group members are assumed to be inferior, are treated as inferior, come to think of themselves as inferior, and subsequently fail in school. With teachers and community members responding to them as though they have little opportunity to succeed in the schools (in one community, for example, all Indians are automatically placed in "special education" classes when they enter the schools, even though they may be entering from elementary school on the reservation where their achievement is well above average on national norms), combined with a tendency to think of themselves as others think of them, it is not surprising that one finds a high drop-out rate and a

low rate of achievement among the minority groups studied. The findings of the research and the field experience seem to make it abundantly clear that this process is very possibly the outcome of the way the school system is presently organized.

There is little doubt that the survey field experience and the subsequent discussion and analysis of that experience provided the Institute participants with an opportunity to understand what is meant by "equal" educational opportunities and the community and school factors affecting educational opportunities in a way that they would not normally have been exposed to. Furthermore, it is believed that this experience should enable the participants to investigate the situation existing in their own schools and to institute programs in these schools which are designed to improve equal educational opportunities for all children.

(d) Methods:

A variety of methods were used to convey various aspects of the Institute's content. Methods employed were lectures, small group seminars, panels of interrogators, observations and field experiences.

(1) Lectures. All major topics were introduced through specialist's presentations. These were effective in establishing basic concepts and reducing semantic difficulties. Lecturers were effective in stimulating questions and discussions collectively among the participants.

(2) Small group seminars. Four groups, each with ten members were formed. Subgroups reflected a cross-section of the enrollees. A rotation system was developed wherein new subgroups were formed each week. The seminars provided for an analysis in depth of the concurrent lectures and the development of issues for subsequent lectures. The small groups were effective in involving the more reticent participants. Individual meaning and local application of content were fostered during the seminars. This method was the most effective technique employed during the Institute.

(3) Observation. A field trip to the El Paso Public Schools, El Paso, Texas, afforded participants the opportunity to observe a Compensatory Education Program in operation. This procedure was very effective and should receive greater emphasis in subsequent programs.

(4) Panels of Interrogators. This method, whereby four or five participants were selected to identify specific issues and pose questions for the lecturer, was used to a limited extent. This procedure has considerable merit, particularly when sufficient attention is given to panel selection.

(5) Field Experience. A one week field experience and study was conducted in two selected communities in order to analyze the extent to which equal educational opportunities exist. Attention was given to the factors facilitating and hindering the availability of equal educational opportunities. This field experience was very effective.

(6) Summary of methods. In general it was felt by the staff and the participants that lectures with concurrent small group seminars followed by a field experience provided a most effective approach.

(e) Teaching Aids:

(1) Phonograph records were used concerning significant aspects of the history of the American Negro. These records were funded by the Pepsi-Cola Corporation and were developed by John Hope Franklin.

(2) Overhead projector mats were used to convey various quantitative data. These data included educational status of pupils from minority groups, demographic data concerning minority groups, concentrations and routes of travel of migrant workers, etc.

(3) Charts (large wall) were used to present selected data and findings from the field studies.

(4) Curricular material including reading series emphasizing various subcultures, materials effective in teaching English as a second language and various cultural artifacts were appropriately displayed and demonstrated for participants.

(5) Texts and Reference Materials were very adequate. Required texts included (a) Greenberg and Greenberg, Education of American Indian

in Today's World, (b) Clark, Dark Ghetto, and (c) Manuel, The Spanish-Speaking Child in the Southwest. Unit reading lists of reference materials available in the University Library were given to the participants. Two copies each of 35 books were purchased for the Institute. These books were housed in the central classroom and were available for checkout for short periods of time. Content of the references pertained to educating the disadvantaged pupil, culture of the groups under study, etc.

Summary of Teaching Aids.

The wall charts, overhead mats and the Institute's reference books were particularly effective. The availability of the reference books in the main classroom promulgated intensive reading by the participants.

Films pertaining to case studies of pupils from minority groups would be a desirable additional teaching aid.

(f) Consultation and Guidance:

Generous amounts of time were available for the staff to consult with the participants during the course of the Institute. The liberal amount of staff participant interaction and consultation was a strong feature of this Institute and a necessary condition for future Institutes.

(g) Informal Program:

During the first week of the Institute, the participants and staff had a picnic followed by various recreational activities. This informal gathering appeared to foster cohesiveness among all concerned.

Just prior to the termination of the Institute, an informal party was held in the home of one of the participants.

The dormitory style accomodations during the field study were effective in maintaining group cohesiveness.

(h) Facilities:

All Institute sessions which were conducted on campus were held in one building. The proximity of the general session classroom to the small group seminar rooms was instrumental in facilitating the accomplishment of the objectives for the Institute.

(i) Participation of Local School Systems:

The accomplishment of the objectives for the Institute was facilitated by the involvement of three public school systems--El Paso Public Schools, El Paso, Texas; Aztec Public Schools, Aztec, New Mexico; and the Tularosa Public Schools, Tularosa, New Mexico.

Personnel from the El Paso Public Schools conducted a comprehensive field trip for participants to observe the compensatory education programs operated within the El Paso System. Compensatory education observed included Headstart, Second Chance and Strengthening. Basically, Second Chance and Strengthening are concerned with pupils who evidence an educational lag in achievement as they move up the educational ladder. These observations were beneficial in reinforcing the compensatory education concepts developed during the lecture and seminar sessions.

Personnel from the Aztec Public Schools and the Tularosa Public Schools rendered valuable services to the groups during their stay in the respective systems where the field experience and study were conducted.

(j) Plans for Follow-Up:

A two-phase follow-up and evaluation will be conducted in order to determine the effectiveness of the participants as facilitators of Equal Educational Opportunities within their local districts.

Phase one: approximately six months (December 19, 1966) after the Institute, a comprehensive follow-up of all participants will be conducted. The follow-up will utilize a standard depth interview procedure in the participants' local districts. Two staff members will conduct the interviews.

Phase two: approximately ten months (April, 1967) after the Institute, a comprehensive written follow-up study of all participants will be conducted to summarize their actions to expedite Equal Educational Opportunities within their local districts.

The contents of the questionnaire will be centered around the promising integrative practices gleaned from the Institute, from the participant's paper "My Potential as a Change Agent to Facilitate Integration", and the initial depth interviews.

If sufficient funds are available and if it is deemed necessary, the participants may be assembled on campus for a two-day seminar after the close of the 1966-67 school year. Effective procedures employed by participants for facilitating Equal Educational Opportunities during the school year will be presented. Deterrents will be analyzed and solutions will be sought.

(k) Evaluation Procedures

(1) Institute staff members

(a) Informal

(i) During weekly meetings of the Institute, staff evidence was sought to determine the extent to which the objectives of the Institute were being accomplished. Necessary modifications in method and content were made.

(ii) Individual conferences were held with participants in order to gain feedback concerning their perceptions of the appropriateness of the Institute.

(2) Institute Participants

(a) Informal

At the end of each week the participants conducted an informal evaluation of the week's proceedings. This feedback served as a basis for planning the following week's activities.

(b) Formal

(i) Each participant was required to maintain a log of promising integrative ideas and during the last week of the Institute each participant submitted a paper structured around the topic, "My Potential as a Change Agent to Facilitate Equal Educational Opportunities: Some Plans for Action".

(ii) In order to determine the participants' feelings relative to the Institute, each participant completed an Institute Rating Scale consisting of four areas (1) Institute Objectives, (2) Staff and Consultants, (3) Content and Methodology, and (4) Institute Arrangements. The ratings are included in the Appendices. Visual inspection of the rating reveal a very positive attitude on the part of the partic pants toward the Institute.

APPENDICES

PUPIL DATA SHEET

Name _____ School _____

Birthdate _____ Grade 65-66 _____

Classification A SA I N C/K
1 2 3 4 5

1. Achievement date

A. Last standardized achievement test taken

Name of Test _____ When given: Date _____ Grade _____

Area, Sub-test, or subject	Score	Area, Sub-Test, or subject	Score
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	Total Test	_____

B. Grades for Junior and Senior High only during 65-66 (second semester or yearly grade)

Subject	Grade	Subject	Grade
English	_____	Social Studies	_____
Mathematics	_____	Vocational	_____
Science	_____	Other	_____

C. Last standardized intelligence or mental ability test taken

Name of Test _____ When given: Date _____ Grade _____

Total Score _____

2. Extra-curricular participation 65-66 _____

_____

3. Attendance

Total days absent 63-64 ____ Total days absent 64-65 ____ total days absent 65-66 ____

4. Major program of studies or curricular area

1. College prep
2. General
3. Commercial
4. Agriculture
5. Other _____

5. Ability Group
1. Advanced 2. Average 3. Slow 4. Other

6. Educational or Vocational objective or aspirations _____

_____

7. Grades Retained _____

8. Disciplinary Actions _____

_____

New Mexico State University

Equal Educational Opportunities Institute

Community Survey

Date: June 13 - July 28,1966 Communities: Aztec, New Mexico

Tularosa, New Mexico

General Information

Interviewer_____ Date_____

1. Name (Optional)_____

2. Address_____

3. Classification:
   1. A
   2. SA
   3. I
   4. N

4. Do you own:

	yes	no
A. A tv	1	2
B. A car; year_____ model_____	1	2
C. A radio	1	2
D. A washing machine	1	2
E. Your home	1	2
F. Land	1	2

R/C A-0067
1 July 1966

5. What is your position in the family:

1.) Husband 2.) Wife

3.) Other (specify)_____

6. Are you:

1. Single
2. Married - husband (wife) living
3. Married - husband/wife dead
4. Divorced

7. What are the names of your children and how old are they:

Name	Age
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

8. Where do you go to church?

Name	Denomination

9. Is your church actively involved in making your community a better place to live?

1.) Yes_____

2.) No _____

If yes, in what way?_____

_____

EMPLOYMENT

10. Name the people in your home who are employed.

Name	Type of Work	Employer	How Long Has He Worked There	Approximate Income (Show Card)

11. If you had a choice, what type of work would you (your husband) like to do?

_____

_____

_____

12. In what type of work would you like to see your children?

_____

_____

_____

13. Which of the following job opportunities do you feel are open to your children in and around your community? If you feel that an opportunity is closed to your children, indicate why.

		Open	Closed	Comments
A.	A. Store Clerk	1	2	_____
	B. Waiter or Waitress	1	2	_____
	C. Domestic Employee	1	2	_____
	D. Bank Clerk	1	2	_____
	E. Skilled Tradesman (Electrician, Carpenter, etc.)	1	2	_____
	F. Government Employee	1	2	_____
	G. School Teacher	1	2	_____
	H. Owner of Small Business	1	2	_____
	I. Doctor, Lawyer, etc.	1	2	_____

14. What were the last two jobs that you (your husband) held before your (his) present job? How long did you (he) hold them and why did you (he) quit?

Job	Duration	Reason for Quitting

COMMUNITY

15. In your opinion does your city commission:

A. Get things done for the community	1	2	3	4	5	Does little for the community
B. Equally represent all community interests	1	2	3	4	5	Favors particular community interests
C. Actively try to improve job opportunities for everyone	1	2	3	4	5	Does little to improve job opportunities
D. Should be reelected	1	2	3	4	5	Should <u>not</u> be re-elected
E. Honest	1	2	3	4	5	Dishonest
F. Actively try to break down discrimination against certain community groups	1	2	3	4	5	Does little or nothing to break down discriminations against certain community groups
G. Actively try to improve educational opportunities for children in the community	1	2	3	4	5	Does little or nothing to improve educational opportunities for children in the community
H. Do a lot to make your community a good place to live	1	2	3	4	5	Is doing little or nothing to make your community a good place to live

Comments: _____

_____

_____

16. In your opinion do you think that the local law enforcement is:

A.	Fair	1	2	3	4	5	Unfair
B.	Strict	1	2	3	4	5	Lenient
C.	Honest	1	2	3	4	5	Dishonest
D.	Respected	1	2	3	4	5	Not Respected
E.	Treats all community groups equally and fairly	1	2	3	4	5	Tougher on certain community groups than on others

Comments: _____

_____

_____

_____

17. Have you thought about the following educational matters?

	Yes	No	Comments
A. Indian representation on the school board	1	2	
B. The Job Corp Center at Mescalero	1	2	
C. Appointment of a new school superintendent	1	2	
D. The last school bond issue	1	2	
E. Appointment of a new football coach	1	2	

Comments: _____

_____

_____

18. Have you changed your opinion on any of these issues in the last year or two: 1)Yes_____ 2)No_____

If yes, on what issues:_____

19. If not do you feel more strongly now about any of these questions than you did before: 1)Yes_____

2)No_____

If yes, on what issues?_____

20. Have you discussed any of these questions with other members of your family: 1)Yes

2)No

If yes, who?_____

On which issues_____

21. Have you discussed any of these questions with friends or other people at work? 1)Yes

2)No

If yes, who?_____

On which issues_____

22. Did you hear about any of these questions on the radio? 1)Yes

2)No

If yes, which issues_____

On tv? 1)Yes

2)No

If yes, which issues_____

23. Did you read about any of these questions in the newspaper? 1)Yes

2)No

If yes, which issues_____

24. Have you discussed any of these questions with your minister, priest, or rabbi: 1)Yes

2)No

If yes, on which issues_____

25. Have you heard anyone speaking to a group of people about any of these questions? (e.g. clergyman, politician, union official, etc.) 1)Yes

2)No

If yes, on which issues_____

At what meeting_____

26. Have you ever attended a school board meeting, hearing, civic or professional organization meeting at which any of these school matters were discussed? 1)Yes

2)No

If yes, what was the meeting?_____

What issues were discussed_____

Did you express an opinion? 1)Yes

2)No

27. Who were some of the persons who expressed an opinion at the meeting?

_____

28. If you needed a job for one of your family, who would you go to for help?

_____

29. If you felt that your son or daughter wasn't getting the kind of education that you want them to get in the schools, who would you go to about it?

_____

30. If you thought that the local government wasn't doing as good a job as you thought it should, who would you go to about it?

_____

31. If you thought that something should be done about recreational facilities for your children, who would you go to?

_____

32. If you thought that more money should be appropriated for the schools, recreational facilities for the kids, community improvements, etc. who would you go to?

_____

33. Where were you born?_____

Where was your husband (wife) born?_____

34. How many years have you lived in this community?_____

35. Where did you live before you moved here?_____

36. For how long?_____

37. Why did you move?_____

38. To what extent do you agree or disagree with the following statements about your community?

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Comments
A. Job opportunities for me (my husband) are good here	1	2	3	4	5	
B. Job opportunities for my children are good here	1	2	3	4	5	
C. Teachers in the school (s) that my children attend encourage them to do well	1	2	3	4	5	

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Comments
D. People in the community are friendly	1	2	3	4	5	
E. People in our neighborhood are friendly	1	2	3	4	5	
F. Would like to stay in this community	1	2	3	4	5	
G. I would like to have my children grow up and live in this community	1	2	3	4	5	
H. Recreational facilities (golf course, swimming pools, tennis courts, parks) are open for everyone to use in this community	1	2	3	4	5	
I. If I had a choice I would ask that my children be assigned to the teacher(s) that they will have for next year	1	2	3	4	5	

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Comments
J. The principal of the school does his best to help my children to do well	1	2	3	4	5	
K. If I had a choice I would continue to send my children to the schools that they are now attending	1	2	3	4	5	
L. Stores in this community are open to everyone	1	2	3	4	5	
M. Restaurants in this community are open to everyone	1	2	3	4	5	
N. People in our community can buy or rent a home almost anywhere in the community that they desire	1	2	3	4	5	
O. I feel that our neighborhood is a desireable place to live	1	2	3	4	5	

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Comments
P. There is little or no discrimination practiced against certain groups of people in this community	1	2	3	4	5	
Q. Most community issues are discussed thoroughly and resolved with little or no conflict among the voters	1	2	3	4	5	
R. Before making a decision the mayor and council give everyone an opportunity to express their views	1	2	3	4	5	
S. Most decisions about the school, taxes, neighborhood and community improvements are made in a democratic fashion	1	2	3	4	5	

39. What newspapers and magazines do you read regularly?

_____

_____

40. Name the three things that you like the most about your community in order of importance (most important first, etc.)

1)_____

2)_____

3)_____

41. Name the three things that you like the least about your community in order of importance (i.e., the thing that you like the least first, etc.)

1)_____

2)_____

3)_____

42. Name the organizations that in your opinion are most active in community affairs: _____

_____

_____

43. Name the individuals who in your opinion are most active in community affairs:_____

_____

_____

44. To what organizations do members of your family belong and how often do they participate in their activities?

	Do Not Belong	Belong but do not actively participate	Belong and participate once in a while	Belong and participate frequently	Belong and participate most of the time
(Specify the organizations)					
A. Social	1	2	3	4	5
_____					
_____					
_____					
B. Religious	1	2	3	4	5
_____					
_____					
_____					
C. Fraternal	1	2	3	4	5
_____					
_____					
_____					
D. Professional	1	2	3	4	5
_____					
_____					
_____					
E. Labor	1	2	3	4	5
_____					
_____					
_____					

	Do Not Belong	Belong but do not actively participate	Belong and participate once in a while	Belong and participate frequently	Belong and participate most of the time
F. Veterans	1	2	3	4	5
G. Educational	1	2	3	4	5
H. Political	1	2	3	4	5
I. Youth	1	2	3	4	5
J. Sports	1	2	3	4	5
K. Others	1	2	3	4	5

EDUCATION

45. How much education has each member of your family completed?

	Elementary School						High School						College or University					
A. Husband	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
B. Wife	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
C. Children (Specify names)																				
_____	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
_____	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
_____	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
_____	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
_____	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
_____	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
D. Others (Specify names)																				
_____	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
_____	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
_____	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
_____	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
_____	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
_____	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

46. Where do your children attend school?

Child's Name	School	Grade Next Year	Type of Program (e.g., academic, general, commercial, vocational)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

47. How often do your children attend school?

1. Never miss a day
2. Miss school only when they are ill
3. Miss school once in awhile when they are needed at home
4. Miss school frequently when they don't want to attend

48. In your opinion, whom do your children like and dislike about school?

	Like	Dislike
A. Principal		
B. Teachers		
C. Studies		
D. Homework		
E. Other Children		
F. Athletic Activities		
G. Watching Team Sports		
H. Belonging to Clubs		
I. Playgrounds		
J. School Library		
K. School Band		
L. School Plays		
M. Other (specify) _____		

49. If "dislike" is checked on any item above, why do they dislike it?

_____

_____

_____

50. How much education would you like to have your children complete?

1. None
2. Elementary School
3. Junior High School
4. Senior High School
5. College
6. Graduate or Professional School

51. How much education do you think your children will have an opportunity to complete?

1. None
2. Elementary School
3. Junior High School
4. Senior High School
5. College
6. Graduate or Professional School

52. If 50 and 51 disagree, ask

Why don't you think they will have an opportunity to complete as much education as you would like?

_____

_____

_____

_____

53. In what school activities do your children participate outside the classroom?

1. Literary Activities (newspaper, annuals, etc.)
2. Athletic Teams
3. Social Clubs (pep, dance, etc.)
4. Band
5. School Plays
6. Student Government
7. Vocational-Professional (Future Teachers of America , science club, etc.)
8. Other (specify)_____

_____

54. How often do you and/or your husband (wife) attend the following school activities?

	Never	Once	Several Times	Most of the Time	Always
A. PTA Meetings	1	2	3	4	5
B. School Team Competitions	1	2	3	4	5
C. School Plays	1	2	3	4	5
D. Band Concerts	1	2	3	4	5
E. Parents' Day Affairs	1	2	3	4	5
F. Other (specify)_____					
_____	1	2	3	4	5

55. If they do not participate in any of these activities, ask why not?

_____

_____

_____

60. If you had a choice, would you send your children to another school?

1. Yes
2. No

If "yes", to what school? _____

Why? _____

_____

61. To what extent do you agree or disagree with the following statements about the school which your children attend:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
A. It is one of the best schools in the state	1	2	3	4	5
B. The teachers are very much interested in my children and help them all they can	1	2	3	4	5
C. The principal is willing to discuss problems with me	1	2	3	4	5
D. Teachers will discuss my child's progress with me	1	2	3	4	5
E. My children can choose from several different programs (academic, commercial, vocational)	1	2	3	4	5
F. The teachers do a good job in teaching the children right from wrong	1	2	3	4	5
G. The other children are friendly toward my children	1	2	3	4	5
H. My children enjoy going to school	1	2	3	4	5

60 (continued)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I. Teachers and counselors encourage the children to continue on in school	1	2	3	4	5
J. Teachers and counselors will discuss job opportunities with my children	1	2	3	4	5
K. School Board members try to provide good teachers and a good education for all of the children in the schools	1	2	3	4	5

62. Name the things that you <u>like</u> <u>most</u> about the schools in order of importance (i.e., the things that you like the most first, etc.).

1. _____
2. _____
3. _____

63. Name the things that you <u>like</u> <u>least</u> about the schools in order of importance (i.e., the thing that you like the least first, etc.).

1. _____
2. _____
3. _____

64. The following is a list of the goals of the schools. Which of these goals do you think is most important (indicate by number one); the next most important (indicate by number two); etc.?

Rank	Goals
_____	Teach skills so that my children can get jobs
_____	Teach them right from wrong
_____	Teach them about God
_____	Teach them to speak and write English well
_____	Teach them to speak and write another language besides English well. What language? _____

64. (Continued)

Rank	Goals
_____	Teach them to get along with other children
_____	Help them to be accepted by others when they grow up.
_____	Prepare them for high school or college
_____	Give them a well-rounded education
_____	Teach them to be good citizens
_____	Give them an opportunity to participate in other school activities with children their own age
_____	Other (specify)_____

65. In your opinion, is the school doing a good job in teaching your children those things which you feel are most important?

1. Excellent
2. Good
3. Fair
4. Poor
5. Bad

Comments:_____

_____

_____

66. How do you think the schools might be improved so that your children will get the type of education that you feel is important?

_____

_____

_____

67. In your opinion, to what extent are the Spanish-American children encouraged by teachers, counselors, and school administrators to do well in the schools?

1. Not at all
2. Little
3. Some
4. Much
5. A great deal

Comments:_____

_____

68. In your opinion, to what extent are the Indian children encouraged by teachers, counselors, and school administrators to do well in the schools?

1. Not at all
2. Little
3. Some
4. Much
5. A great deal

Comments: _____

_____

69. In your opinion, to what extent are the Anglo children encouraged by teachers, counselors, and school administrators to do well in the schools?

1. Not at all
2. Little
3. Some
4. Much
5. A great deal

Comments: _____

_____

70. In your opinion, what proportion of the Spanish-American children could finish high school if given adequate assistance and encouragement?

1. None
2. Few
3. Some
4. Most
5. All

Comments: _____

_____

71. In your opinion, what proportion of the Indian children could finish high school if given adequate assistance and encouragement?

1. None
2. Few
3. Some
4. Most
5. All

Comments: _____ _____

_____

_____

72. In your opinion, what proportion of the Anglo children could finish high school if given adequate assistance and encouragement?

1. None
2. Few
3. Some
4. Most
5. All

Comments: _____

_____

73. In your opinion, what proportion of the Spanish-American children could go on to trade school or college after high school if given adequate assistance and encouragement?

1. None
2. Few
3. Some
4. Most
5. All

Comments: _____

_____

74. In your opinion, what proportion of the Indian children could go on to trade school or college after high school if given adequate assistance and encouragement?

1. None
2. Few
3. Some
4. Most
5. All

Comments: _____

_____

75. In your opinion, what proportion of the Anglo children could go on to trade school or college after high school if given adequate assistance and encouragement?

1. None
2. Few
3. Some
4. Most
5. All

Comments: _____

_____

76. In your opinion, what proportion of the Spanish-American children could find a job after high school if given adequate assistance and encouragement?

1. None
2. Few
3. Some
4. Most
5. All

Comments: _____

_____

77. In your opinion, what proportion of the Indian children could find a job after high school if given adequate assistance and encouragement?

1. None
2. Few
3. Some
4. Most
5. All

Comments: _____

_____

78. In your opinion, what proportion of the Anglo children could find a job after high school if given adequate assistance and encouragement ?

1. None
2. Few
3. Some
4. Most
5. All

Comments: _____

_____

_____

79. In your opinion, what are the important problems in the schools, and what do you think should be done about them?

Problems	Comments on the Problems and What Should Be Done
Finance	
Buildings	
Transportation	
Curriculum	
Teacher recruitment and turnover	
Teacher salaries and welfare	
Selection of administrators	
Community relations	
Other (specify)	

80. In your opinion, do you feel that taxes for the public schools are

1. Too high
2. About right
3. Too low

Comments: _____

_____

81. In your opinion, do you feel that salaries for teachers are

1. Too high
2. About right
3. Too low

Comments: _____

_____

82. In your opinion, how adequate is the school's program of studies for Spanish-American children?

1. Good
2. Adequate
3. Inadequate

Comments: _____

_____

83. In your opinion, how adequate is the school's program of studies for Indian children?

1. Good
2. Adequate
3. Inadequate

Comments: _____

_____

84. In your opinion, how adequate is the school's program of studies for Anglo children?

1. Good
2. Adequate
3. Inadequate

Comments: _____

_____

85. In your opinion, is public education a public expenditure or an investment?

_____

_____

_____

_____

NEW MEXICO STATE UNIVERSITY

EQUAL EDUCATIONAL OPPORTUNITIES INSTITUTE

COMMUNITY SURVEY

Date: 13 June--28 July 1966 Communities: Aztec, New Mexico
Tularosa, New Mexico

SCHOOL INFORMATION

Interviewer _____ Date _____

1. Name: _____
2. Address: _____
3. Classification:
   1. A
   2. SA
   3. I
   4. N
4. Are you:
   1. Single
   2. Married--Husband (wife) living
   3. Married--Husband (wife) dead
   4. Divorced

5. Where do you go to church?

Name: _____ Denomination: _____

6. At what school do you teach?

_____

7. What subjects do you teach and at what grade levels?

Subjects	Grade levels
_____	_____
_____	_____
_____	_____
_____	_____

R/C A-0068
1 July 1966

8. If you are a counselor or administrator, what is your position?

_____

9. If you are a school board member, what is your occupation?

_____

10. How many years have you been a teacher, counselor, school administrator, or a member of the school board?

1 2 3 4 5 6 or more

11. How many years have you been a teacher, counselor, school administrator, or a member of the school board in this community?

1 2 3 4 5 6 or more

12. What is your academic background?

1. Bachelor's Degree
2. Bachelor's Degree with teaching certificate
3. Master's Degree in Education
4. Master's Degree in a subject area
5. Ed.D. or Ph.D.
6. Other (specify) _____

13. Do you have any Spanish-American children in your (classes, school, schools)?

1. Yes
2. No

14. In your opinion, how well do the Spanish-American children achieve in comparison to the Anglo children?

1. Much worse
2. Poorer
3. About the same
4. Somewhat better
5. Much better

Comments: _____

_____

15. Do you have any Indian children in your (classes, school, schools)?

1. Yes
2. No

16. In your opinion, how well do the Indian children achieve in comparison to the Anglo children?

1. Much worse
2. Poorer
3. About the same
4. Somewhat better
5. Much better

Comments: _____

_____

17. In your opinion, how well do the Indian children achieve in comparison to the Spanish-American children?

1. Much worse
2. Poorer
3. About the same
4. Somewhat better
5. Much better

Comments: _____

_____

18. In your opinion, to what extent are the Spanish-American children encouraged by teachers, counselors, and school administrators to do well in the schools?

1. Not at all
2. Little
3. Some
4. Much
5. A great deal

Comments: _____

_____

19. In your opinion, to what extent are the Anglo children encouraged by teachers, counselors, and school administrators to do well in the schools?

1. Not at all
2. Little
3. Some
4. Much
5. A great deal

Comments: _____

_____

20. In your opinion, to what extent are the Indian children encouraged by teachers, counselors, and school administrators to do well in the schools?

1. Not at all
2. Little
3. Some
4. Much
5. A great deal

Comments: _____

_____

21. In your opinion, what proportion of the Spanish-American children could finish high school if given adequate assistance and encouragement?

1. None
2. Few
3. Some
4. Most
5. All

Comments: _____

_____

22. In your opinion, what proportion of the Indian children could finish high school if given adequate assistance and encouragement?

1. None
2. Few
3. Some
4. Most
5. All

Comments: _____

_____

23. In your opinion, what proportion of the Anglo children could go on to trade school or college after high school if given adequate assistance and encouragement?

1. None
2. Few
3. Some
4. Most
5. All

Comments: _____

_____

24. In your opinion, what proportion of the Spanish-American children could go on to trade school or college after high school if given adequate assistance and encouragement?

1. None
2. Few
3. Some
4. Most
5. All

Comments: _____

_____

25. In your opinion, what proportion of the Indian children could go on to trade school or college after high school if given adequate assistance and encouragement?

1. None
2. Few
3. Some
4. Most
5. All

Comments: _____

_____

26. In your opinion, what proportion of the Spanish-American children could find a job after high school if given adequate assistance and encouragement?

1. None
2. Few
3. Some
4. Most
5. All

Comments: _____

_____

27. In your opinion, what proportion of the Anglo children could find a job after high school if given adequate assistance and encouragement?

1. None
2. Few
3. Some
4. Most
5. All

Comments: _____

_____

28. In your opinion, what proportion of the Indian children could find a job after high school if given adequate assistance and encouragement?

1. None
2. Few
3. Some
4. Most
5. All

Comments: _____

_____

29. What proportion of Spanish-American children participate in the following extra-curricular activities?

Extra-Curricular Activities	None	Few	Some	Most	All
Team Sports	1	2	3	4	5
Concert Band	1	2	3	4	5
Literary Activities (Newspaper, annual, etc.)	1	2	3	4	5
Social Activities (Pep club, dances, etc.)	1	2	3	4	5
Vocational-Professional Clubs (Future Teachers of America, Science Club, etc.)	1	2	3	4	5
Student government	1	2	3	4	5
Others (specify) _____	1	2	3	4	5

Comments: _____

_____

30. What proportion of the Indian children participate in the following extra-curricular activities?

Extra-Curricular Activities	None	Few	Some	Most	All
Team Sports	1	2	3	4	5
Concert Band	1	2	3	4	5
Literary Activities (Newspaper, Annuals, etc.)	1	2	3	4	5
Social Activities (Pep club, dances, etc.)	1	2	3	4	5
Vocational-Professional Clubs (Future Teachers of America, Science Club, etc.)	1	2	3	4	5
Student Government	1	2	3	4	5
Other (specify)_____	1	2	3	4	5

Comments:_____

_____

_____

31. What proportion of the Anglo children participate in the following extra-curricular activities:

Extra-Curricular Activities	None	Few	Some	Most	All
Team Sports	1	2	3	4	5
Concert Band	1	2	3	4	5
Literary Activities (Newspaper, Annuals, etc.)	1	2	3	4	5
Social Activities (Pep Club, dances, etc.)	1	2	3	4	5
Vocational-Professional Clubs (Future Teachers of America, Science Club, etc.)	1	2	3	4	5
Student Government	1	2	3	4	5
Other (specify)_____	1	2	3	4	5

Comments:_____

_____

32. In general, are the Spanish-American children absent from school as often as the Anglo Children?

1. Absent more often
2. About the same
3. Absent less often

Comments: _____

_____

33. In general, are the Indian children absent from school as often as the Anglo children?

1. Absent more often
2. About the same
3. Absent less often

Comments: _____

_____

34. In general are the Indian children absent from school as often as the Spanish-American children?

1. Absent more often
2. About the same
3. Absent less often

Comments: _____

_____

35. In general, do more Spanish-American than Anglo children drop out of school before completing high school?

1. More drop out
2. About the same
3. Fewer drop out

Comments: _____

_____

36. In general, do more Spanish-American children than Indian children drop out of school before completing high school?

1. More drop out
2. About the same
3. Fewer drop out

Comments: _____

_____

37. In general, do more Indian children than Anglo children drop out of school before completing high school?

1. More drop out
2. About the same
3. Fewer drop out

Comments: _____

_____

38. In general, are there as many discipline problems among the Spanish-American children as there are among the Anglo children?

1. More problems
2. About the same
3. Fewer problems

Comments: _____

_____

39. In general, are there as many discipline problems among the Indian children as there are among the Anglo children?

1. More problems
2. About the same
3. Fewer problems.

Comments: _____

_____

40. In general, are there as many discipline problems among the Indian children as there are among the Spanish-American children?

1. More problems
2. About the same
3. Fewer problems

Comments: _____

_____

41. In your opinion, do the parents of the Spanish-American children encourage their children to do well in school as much as the parents of the Anglo children?

1. Encourage them more
2. About the same
3. Encourage them less

Comments: _____

_____

_____

42. In your opinion, do the parents of the Indian children encourage their children to do well in school as much as the parents of the Anglo children?

1. Encourage them more
2. About the same
3. Encourage them less

Comments: _____

_____

43. In your opinion, do the parents of the Indian children encourage their children to do well in school as much as the parents of the Spanish-American children?

1. Encourage them more
2. About the same
3. Encourage them less

Comments: _____

_____

44. In your opinion, what are the important problems in the schools, and what do you think should be done about them?

Problems	Comments on the Problems and What Should Be Done
Finances	
Buildings	
Transportation	
Curriculum	
Teacher recruitment and turnover	
Teacher salaries and welfare	
Selection of Administrators	
Community Relations	
Other (specify) _____	

45. What are some of the organizations and who are some of the individuals in town who are interested in the following school matters:

Issues	Comments
Preparation and approval of the School budget	
A Bond Issue	
Appointment of a new Superintendent	
School Board Elections	
Selection of a Coach	

46. In your opinion, how can the feelings of the community be determined prior to school board action?

_____

_____

_____

47. In your opinion, what individuals and organizations could offer the most valid advice on proposed changes in public school policy?

_____

_____

_____

48. In your opinion, what individuals and organizations could offer the least valid advice on proposed changes in public school policy?

_____

_____

_____

49. In your opinion, do you feel that taxes for the public schools are

1. Too high
2. About right
3. Too low

Comments: _____

_____

50. In your opinion, do you feel that salaries for teachers are

1. Too high
2. About right
3. Too low

Comments: _____

_____

51. In your opinion, how adequate is the school's program of studies for the Spanish-American children?

1. Good
2. Adequate
3. Inadequate

Comments: _____

_____

52. In your opinion, how adequate is the school's program of studies for Indian children?

1. Good
2. Adequate
3. Inadequate

Comments: _____

_____

_____

53. In your opinion, how adequate is the school's program of studies for Anglo children?

1. Good
2. Adequate
3. Inadequate

Comments: _____

_____

54. In your opinion, is public education a public expenditure or an investment?

_____

_____

_____

_____

_____

55. In your opinion, what proportion of the Anglo children could finish high school if given adequate assistance and encouragement?

1. None
2. Few
3. Some
4. Most
5. All

Comments: _____

_____

SALARY

1. 0-2999

2.3000-5999

3.6000-8999

4.9000-10,999

5.11,000-14,999

6.15,000--

GOALS

1. Teach skills so that my children can get jobs
2. Teach them right from wrong
3. Teach them about God
4. Teach them to speak and write English well
5. Teach them to speak and write another language besides English well. What Language? _____
6. Teach them to get along with other children
7. Help them to be accepted by others when they grow up
8. Prepare them for high school or college
9. Give them a well-rounded education
10. Teach them to be good citizens
11. Give them an opportunity to participate in other school activities with children their own age
12. Other (specify)_____